DOCUMENT RESUME

ED 187 910 CE 025 590

TITLE	Project CHOICE: #57. A Career Education Unit for Grades 5 and 6. Introduction to Real Estate Occupations. (Business and Office Occupations Career Cluster).
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	May 78
NOTE	42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 591-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; Educational Resources; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; *Real Estate Occupations; Units of Study
IDENTIFIERS	Project CHOICE

ABSTRACT

This teaching unit, Introduction to Real Estate Occupations, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons on real estate occupations explore the nature of the buyer/seller relationship, discuss the advantages and disadvantages of careers in the real estate business and gives training and licensing requirements. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#57

A CAREER EDUCATION UNIT FOR GRADES 5 AND 6

INTRODUCTION TO REAL ESTATE OCCUPATIONS

(Business and Office Occupations Career Cluster)

CE 012 570

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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May, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
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BUSINESS AND OFFICE OCCUPATIONS
CAREER CLUSTER:

INTRODUCTION TO REAL ESTATE OCCUPATIONS

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BUSINESS AND OFFICE OCCUPATIONS CAREER CLUSTER:

INTRODUCTION TO REAL ESTATE OCCUPATIONS

TEACHERS' GUIDE

RATIONALE

The buying and selling of property is a big business that affects many adults and their families. In addition, more and more people are becoming interested in real estate sales as an occupation. It is, therefore, valuable to explore this field both from the standpoint of the consumer and the jobholder.

GOALS

Through this unit, pupils will:

- Understand the roles of the various workers in the field of real estate.
- Gain an understanding of the seller/buyer relationship.
- Become aware of the advantages and disadvantages in being a real estate salesman or broker.
- Learn about the training and licensing needed in real estate occupations.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

- Describe the role of the broker.
- Describe the role of the salesperson.
- Describe the role of the escrow officer.
- Describe the role of the appraiser.
- Name three advantages in being a real estate salesperson.
- Name three disadvantages in being a real estate salesperson.
- Tell what kind of special training is needed by real estate employees.
- Name at least four school skills needed by real estate employees.
- Describe the roles of the buyer and seller in their sales transaction.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and post test.)

Use this informal inventory to determine class awareness of real estate occupations.

1. What does the term "real estate" mean?

2. What is a broker, an appraiser, an escrow officer?

3. Why do you think someone might like to be a real estate salesperson?

4. Why do you suppose the law requires a license for many real estate occupations? What kind of training is needed in order to get a real estate license?

5. What school skills do you think might be needed by people in real estate occupations?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

- A variety of art materials.
- Photographs of houses.
- Task cards.

COMMUNITY RESOURCES

The following persons may be used as resources in this unit:

- Local real estate offices.
- Parents, other relatives and friends who are in the real estate business.

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 2

PURPOSE

To become aware of the roles of real estate brokers and salespersons.

MATERIALS

1. Pretest.
2. Manila paper (1" x 12").
3. Crayons, pencils.
4. Teacher Reference Sheet, next page.
5. Task Cards 1 and 2.

INTRODUCTION

After taking the pretest, say: "In the pretest to this unit we briefly explored the meanings of the words, REAL ESTATE, BROKER, ESCROW and APPRAISER. Tomorrow we will have a guest who will be able to give you more information about these terms. However, it is sometimes useful (and fun) to describe what we think about a subject before we learn about it for sure."

1. Take pretest.
2. Have a class discussion to begin developing an awareness of what brokers and salespersons do in their work (the teacher may wish to read the information sheet first.)
3. Have each student draw a picture showing what she or he thinks a broker does, then write a brief explanation of the picture. (Save pictures for use by the guest speaker and for future reference by the children.)

SUMMARY

1. Discussion of pictures.
2. Reports from students using task cards.

Information Sheet #1

(Reprinted from the Occupational Outlook Handbook)

REAL ESTATE SALESWORKERS AND BROKERS

Nature of the Work

Real estate salesworkers and brokers represent property owners in selling or renting their properties. They also are called real estate agents or, if they are members of the National Association of Realtors, "realtors" or "realtor associates."

Brokers are independent business people who not only sell real estate, but also rent and manage properties, make appraisals, and develop new building projects. In closing sales, brokers usually arrange for loans to finance the purchases, for title searches, and for meetings between buyers and sellers, when details of the transaction are agreed upon and the new owners take possession. Brokers also must manage their own offices, advertise the properties they list, and handle other business operations. Some combine other types of work such as selling insurance or practicing law with their real estate business.

Salesworkers or agents work for brokers. They show and sell real estate, handle rental properties, and obtain "listings" (owner agreements to place properties for sale with the firm.) Because obtaining listings is an important job duty, salesworkers may spend much time on the telephone exploring leads gathered from advertisements and personal contacts. They also answer inquiries about properties over the telephone.

A worker who sells real estate or handles rental properties often must leave the office to call on prospects and drive them to inspect properties for sale. When a number of houses are for sale in a new development, the agent may operate from a model home.

Most real estate salesworkers and brokers sell residential property. A few, usually in large firms, specialize in commercial, industrial, or other types of real estate. Each specialty requires knowledge of that particular type of property. Selling or leasing business property, for example, requires an understanding of leasing practices, business trends, and location needs. Agents who sell or lease industrial properties must know about transportation, utilities, and labor supply. To sell residential properties, the agent must know the location of schools, churches, shopping facilities, and public transportation. Familiarity with tax rates and insurance coverages also is important.

Places of Employment

Nearly 400,000 persons sold real estate full time in 1974; many others sold on a part-time basis. The number of people licensed to sell totalled about 1.4 million in 1974, according to the National Associaton of Real Estate License Law Officials.

Most real estate salesworkers work for small establishments; some, particularly in urban areas, work for large firms with several offices. A few sales agents are employed by builders to sell new homes in a particular development. Real estate is sold in all areas, but employment is concentrated in large urban areas and in smaller but rapidly growing communities.

Training, Other Qualifications and Advancement

Real estate salesworkers and brokers must be licensed in every State and in the District of Columbia. All States require prospective agents to pass written tests. The examination—more comprehensive for brokers than for salesworkers—includes questions on basic real estate transactions and on laws affecting the sale of property. A majority of States require candidates for a broker's license to have a specified amount of experience in selling real estate or the equivalent in related experience or education (generally 1 to 3 years.) State licenses usually can be renewed annually without reexamination.

Employers prefer applicants with at least a high school education. As real estate transactions have become more complex, many of the large firms have turned to college graduates to fill sales positions. Most agents have some college training and the number of college graduates has risen substantially in recent years. However, many employers consider personality traits as important as academic training. They look for applicants who possess such positive characteristics as a pleasant personality, honesty, and a neat appearance. Maturity, tact, and enthusiasm for the job are required in order to motivate prospective customers in this keenly competitive field. Agents also should have a good memory for names and faces and business details such as taxes, zoning regulations, and local land-use laws.

Young men and women interested in beginning jobs as real estate salesworkers often apply in their own communities, where their knowledge of local neighborhoods is an advantage. The beginner usually learns the practical aspects of the job under the direction of an experienced agent.

Many firms offer formal training programs for both beginners and experienced salesworkers. About 360 universities, colleges, and junior colleges offer courses in real estate. At some, a student can earn an associate's or bachelor's degree with a major in real estate; several offer advanced degrees. Many local real estate boards that are members of the National Association of Realtors sponsor courses covering the fundamentals and legal aspects of the field. Advanced courses in appraisal, mortgage financing, and property development and management also are available through various National Association affiliates.

Trained and experienced salesworkers can advance in many large firms to sales or general manager. Licensed brokers may open their own offices. Training and experience in estimating property value can lead to work as a real estate appraiser, and people familiar with operating and maintaining rental properties may specialize in property management. Those who gain general experience in real estate, and a thorough knowledge of business conditions and property values in their localities, may enter mortgage financing or real estate counseling.

Employment Outlook

Employment of real estate salesworkers and brokers is expected to rise about as fast as the average for all occupations in order to satisfy a growing demand for housing and other properties. In addition to opportunities that result from this growth, several thousand openings will occur each year as

employees die, retire, or leave for other reasons. Replacement needs are high, because a relatively large number of people retire from the real estate business every year. Moreover, many beginners transfer to other work after a short time selling real estate.

The favorable outlook for employment in this field will stem primarily from increased demand for home purchases and rental units. Shifts in the age distribution of the population over the next decade will result in a larger number of young adults with careers and family responsibilities. This is the group that traditionally makes the bulk of home purchases. As their incomes rise, these families also can be expected to purchase larger homes and vacation properties. During periods of declining economic activity and tight credit, the volume of sales and the resulting demand for salesworkers usually declines. During these periods, the number of persons seeking sales positions may outnumber openings. Over the long run, however, the outlook for salespeople is favorable.

Many job opportunities should occur for both college graduates and mature workers transferring from other kinds of saleswork. This field is likely to remain highly competitive and prospects will be best for well-trained ambitious people who enjoy selling. The proportion of part-time real estate salesworkers may decline, however, as State licensing requirements change and agents need more specialized knowledge to handle real estate transactions.

Earnings and Working Conditions

Commissions on sales are the main source of earnings--very few real estate agents work for a salary. The rate of commission varies according to the type of property and its value; the percentage paid on the sale of farm and commercial properties or unimproved land usually is higher than that paid for selling a home.

Commissions may be divided among several salespersons in a real estate firm. The person who obtains the listing often receives a part when the property is sold; the broker who makes the sale either gets the rest of the commission, or else shares it with the agent who handles the transaction. Although an agent's share varies greatly from one firm to another, often it is about half of the total amount received by the firm.

Earnings of full-time real estate agents generally range between $12,000 and $20,000 a year, according to the limited data available. Beginners usually earn less. Many experienced real estate salesworkers earn $30,000 or more a year. Full-time agents and brokers earn nearly three times as much as average earnings for all nonsupervisory workers in private industry, except farming.

Income usually increases as an agent gains experience, but individual ability, economic conditions, and the type and location of the property also affect earnings. Salesworkers who are active in community organizations and local real estate boards can broaden their contacts and increase their earnings. A beginner's earnings often are irregular because a few weeks or even months may go by without a sale. Although some brokers allow a salesworker a drawing account against future earnings, this practice is not usual with new employees. The beginner, therefore, should have enough money to live on until commissions increase.

Brokers provide office space, but salesworkers generally furnish their own automobiles. Agents and brokers often work in the evenings and during weekends to suit the convenience of customers. Some firms, especially the large ones, furnish group life, health and accident insurance.

Sources of Additional Information

Details on licensing requirements for real estate salesworkers and brokers are available from most local real estate organizations or from the real estate commission or board located in each State capital. Many States can furnish manuals helpful to applicants who are preparing for the required written examinations.

For more information about opportunities in real estate work, as well as a list of colleges and universities offering courses in this field, contact:

National Association of Realtors, 155 E. Superior St.,
Chicago, Ill. 60611.

Lesson 2

PURPOSE

To learn about the role of the salesworker and other real estate workers.

MATERIALS

1. Guest speaker. (Many students have relatives or friends in real estate work. If none are available in your class, call a local real estate office.)*
2. Yesterday's pictures.
3. Task cards 3 and 4.

INTRODUCTION

Say: "As I told you yesterday, we have a guest here today who will discuss not only the job of BROKER, but the jobs of SALESWORKER, APPRAISERS, and ESCROW OFFICERS, as well."

CLASS ACTIVITIES

1. Listen to and ask questions of guest speaker.
2. Review yesterday's pictures.
3. Use task cards.

SUMMARY

1. Discussion among class and speaker.
2. Reports from students using task cards.

*NOTE: Be sure to contact the speaker well in advance, and indicate what you would like him or her to discuss.

Lesson 3

PURPOSE

To learn about the role of the escrow officer.

MATERIALS

1. Large chart paper.
2. Felt pen.
3. Task cards 5 and 6.

INTRODUCTION

Say: "Yesterday our guest spoke about the various real estate occupations. Today we will review what he said about the role of the escrow officer."

CLASS ACTIVITIES

1. Head the chart paper with the word, ESCROW. Ask the children to think of various tasks performed by an escrow officer which might start with each of the letters in the word. Write a phrase describing that task.
2. Use task cards.

SUMMARY

1. Review information on the class chart.
2. Reports from students using task cards.

Lesson 4

PURPOSE

To learn about the role of the appraiser.

MATERIALS

1. Two or three large pictures of houses.
2. Two or three sheets of chart paper.
3. Felt pens.
4. Task cards 7 and 8.
5. Appraiser's form, next page.

INTRODUCTION

Say: "The appraiser has the job of deciding how valuable a piece of property is. In this way, the bank decides how much money it is willing to loan a buyer. Here are three pictures of houses, along with three descriptions.* On the board I have listed three selling prices." (Information regarding various houses can be obtained from the newspaper.)

CLASS ACTIVITIES

1. By a show of hands, determine class feeling about which house should sell for which price. Ask the children to be able to justify their decisions.
2. Use task cards.

SUMMARY

1. Discussion and tallying acts as a summary.
2. Reports from students using task cards.

*Information may include the number of rooms, age, "extras", etc.

APPRAISER'S FORM
(For use with Lesson A)

Place picture of house here.

Residential Property

1. Location _____
2. Age of home _____
3. Number of bedrooms _____
4. Number of bathrooms _____
5. Total number of rooms _____
6. Family Room _____
7. Number of square feet _____
8. Patio _____
9. Garage _____
10. Lot size _____
11. Condition of house EXCELLENT GOOD POOR
12. Appraised Value _____

Lesson 5

PURPOSE

To consider the advantages of real estate sales as an occupation.

MATERIALS

1. Poster paper.
2. Crayons.
3. Task cards 9, 10, and 11.

INTRODUCTION

Say: "Today we are going to consider some reasons a person would want to be a real estate salesworker. On the board I've listed some of the advantages of the job.* Can you think of more?"

CLASS ACTIVITIES

1. Make colorful posters advertising the advantages of being a real estate salesworker.
2. Use task cards.

SUMMARY

1. Discussion and sharing of posters.
2. Reports from students using task cards.

*Advantages could include: money (potential), daily variety, control over own time, meeting people, helping people.

Lesson 6

PURPOSE

To consider the disadvantages of real estate sales as an occupation.

MATERIALS

1. Six large "sad faces" made from various light shades of construction paper.
2. Six dark felt pens.
3. Task cards 12 and 13.

INTRODUCTION

Say: "Yesterday we talked about some reasons a person might choose to be a real estate salesworker. Today we are going to think about some disadvantages of the job."

CLASS ACTIVITIES

1. Divide the class into six groups. Ask one person to be the recorder for each group. Give the groups ten minutes in which to write (on the "face") anything they consider a disadvantage in being a real estate salesworker.
2. Use task cards.

SUMMARY

1. Sharing of "faces."
2. Reports from students using task cards.

Lesson 7

PURPOSE

To identify the special training needed for real estate occupations.

MATERIALS

1. Resource person (either someone from a training school, or a person who has gone through a training school. Students may have relatives or friends who could help.)
2. Task cards 14 and 15.

INTRODUCTION

Say: "Real estate salesworkers must pass a state test which allows them to be licensed. Without a license, one cannot sell property for others. Special training is usually needed in order to pass the test. Today we have with us a guest who can tell us about that training."

CLASS ACTIVITIES

1. Listen to and ask questions of guest speaker.
2. Use task cards.

SUMMARY

1. Discussion with speaker acts as summary.
2. Reports from students using task cards.

Lesson 8

PURPOSE

To consider what school skills might be needed in real estate occupations.

MATERIALS

1. Worksheet, next page.
2. Pencils.
3. Task cards 16 and 17.

INTRODUCTION

Say: "We have discussed many of the occupations related to real estate. Today we are going to think about and discuss the school skills which would be useful in these occupations."

CLASS ACTIVITIES

1. List on the board any skills the students think might be useful in real estate occupations.
2. Do worksheet.
3. Use task cards.

SUMMARY

1. Discussion of worksheets.
2. Reports from students using task cards.

INTRODUCTION TO REAL ESTATE OCCUPATIONS

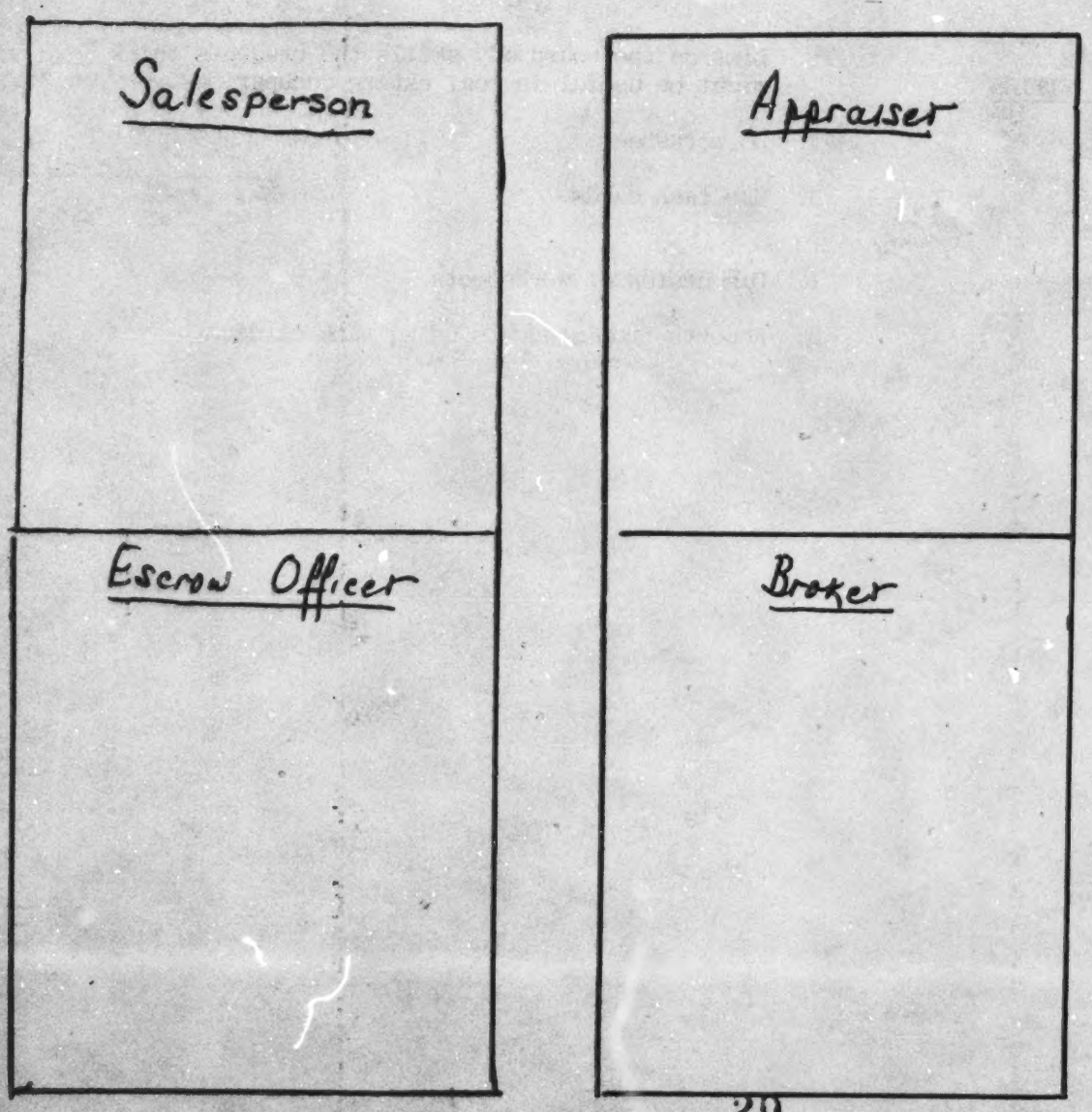
Worksheet #1
(Use with Lesson 8)

Name _____

Date _____

DIRECTIONS: In each "job square", place the numbers of the school skills you feel would apply. Be prepared to defend your choices.

1. Reading
2. Math
3. Spelling
4. Writing
5. Self-direction
6. Art
7. Drama
8. Music
9. Neatness
10. Cooperation
11. Independence
12. Organization
13. Social Studies
14. Science
15. P.E.



Lesson 9

PURPOSE

To become aware of the buyer/seller relationship in a real estate transaction.

MATERIALS

1. Large chart paper.
2. Felt pen.
3. Task cards 18, 19, and 20.

INTRODUCTION

Say: "In one way, everyone who has ever bought a home is involved in a real estate occupation. Also, when you sell your home there is further involvement. Today we are going to talk about the relationship between the buyer and the seller."

CLASS ACTIVITIES

1. Divide chart paper in halves. Label one side "Seller." Label the other side, "Buyer." Ask the class to name things they would feel important if they were selling a house; if they were buying a house. List on the chart.
2. Use task cards.

SUMMARY

1. Discussion of chart information.
2. Reports from students using task cards.

Lesson 10

PURPOSE

To evaluate what the children have learned.

MATERIALS

1. Tape recorder.
2. Tape from Entry Level Assessment.
3. Task cards for unit.

INTRODUCTION

Say: "Today we will find out what we've learned about real estate occupations. Let's listen to the tape we made at the beginning of this unit. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to first tape.
2. Make new tape involving original questions and any comments on the unit the children might care to make.
3. Free use of task cards.

SUMMARY

1. The tape acts as a summary.

WHAT IS THE MEANING OF THIS?

You need:

- dictionary
- pencil
- paper

In order to understand a new subject, one must understand the vocabulary associated with that subject.

Using the dictionary, find, write, and learn the meaings of the following words:

- Real Estate
- Broker
- Escrow
- Appraiser

SEE YOUR BROKER

You need:

- telephone
- telephone book
- pencil
- paper

In the Yellow Pages, find the "Realtors" section. Call an office and ask to speak to a broker. Identify yourself and explain the purpose of your call. Ask the broker to tell you (in a few sentences) what being a broker involves. Write your information down. Share with the class.

TASK CARD 3

PARADE OF NEW HOMES

You need:

- writing ability
- pencil and paper

In one or more paragraphs, describe the house* you would suggest for one of the following families:

Family A

Father - Car Salesman, age 40

Mother - Teacher, age 36

Grandmother - age 62

Son - age 16

Daughter - age 13

Family B

Father - Marine, age 24

Mother - homemaker, age 22

Baby - age 2

Family C

Mother - Waitress, age 28

Son - age 8

Son - age 6

Daughter - age 4

*Size, price, age, neighborhood, etc.

You need:

- artistic ability
- large poster paper
- crayons, felt pens or paints and brushes

Design an attractive billboard which would encourage people to buy a home or apartment in a new development. Give your development a name. Make it an enticing and colorful billboard.

TASK CARD 5

It's "In Escrow"

You need:

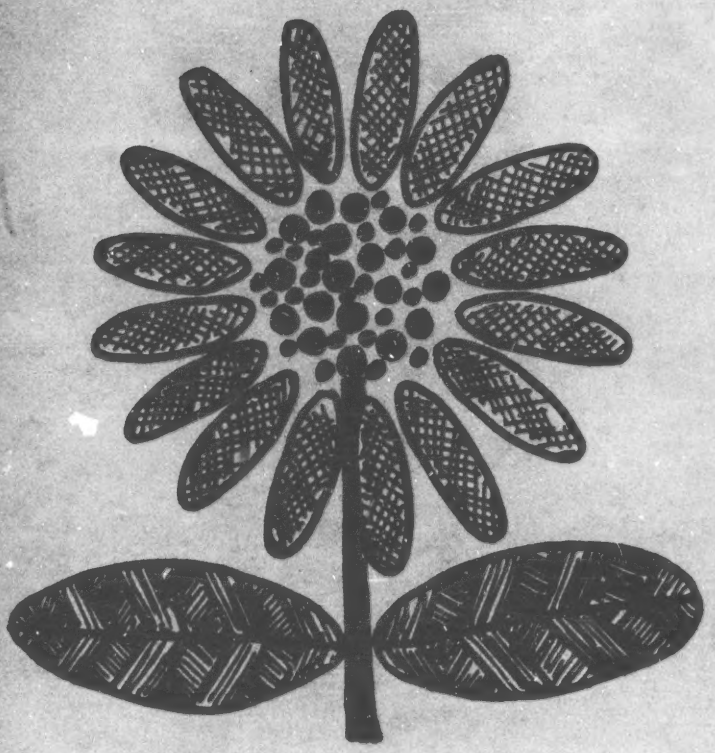
- calendar
- pencil and paper

Pretend that you are an escrow officer. Using the calendar, list the "closing" dates for loans that are completed forty-five days after the buyer's application. Applications are made on the following dates:

Jones - September 13, 1977

Smith - December 14, 1977

Anderson - March 19, 1978



HOW MUCH DO I GET?

You need:

- math ability
- pencil
- paper

A salesman has sold a house for $45,000.00. The listing salesman gets 6% of that amount. The seller gets ¼ of the 6% (or 1.5% of the original amount.) The broker also gets 1.5%. Find out how much the lister will receive. Find out how much the broker and the salesman will receive. Do the same with houses selling for $64,000.00; $49,000.00; and $32,000.00.

GIVE ME AN OFFER, MATEY . . .

You need:

- "play" money
- two friends
- several "houses" (pictures or models)

Give each player $50,000.00. You be the real estate agent and offer three houses for sale. The three houses should be labeled $40,000, $36,000, and $30,000 to show their appraised value.

Tell your friends that you will sell these houses for something near or above their appraised values.

Open the market and see who is the best bargainer.

FLOWERS TO THE APPRAISER

You need:

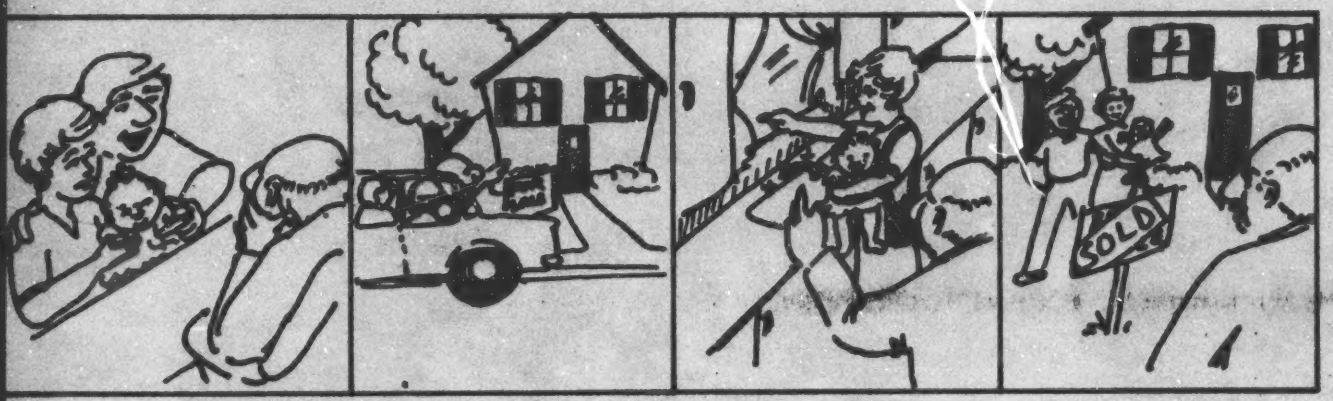
- knowledge of letter writing
- pencil
- paper

Pretend you are a homeowner. Write a letter to an appraiser telling him how pleased you are with the value he placed on your property. Make it a "flowery" letter.

OR

Write a letter expressing dismay and anger over the value given your property.

A DAY IN THE LIFE



You need:

- strips of manila paper
- colored pencils or fine-point felt pens

Make a cartoon strip showing a happy incident in the day of a real estate salesman.

Share it with the class.

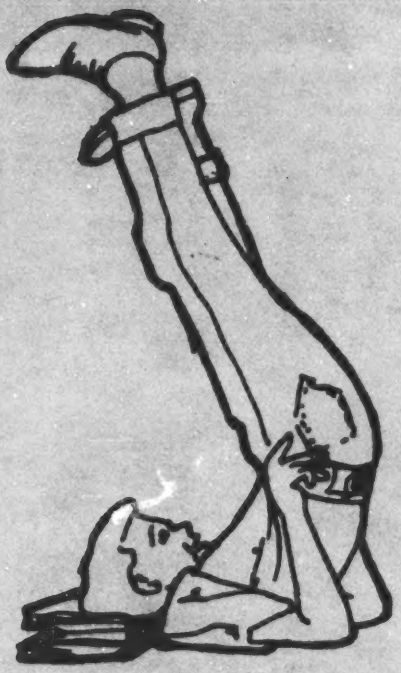
I LOVE MY JOB!

You need:

- concern for women
- colored construction paper
- scissors
- glue
- felt pen

Cut out several large flower petals and a center. Label the center "Why I Love My Job!" On each petal, list a reason why the job of real estate salesworker would be particularly advantageous for a woman.

Arrange and glue to larger paper.



IT'S CHILD'S PLAY

You need:

- spelling ability
- pencil and paper
- ditto master (get it from your teacher)

Make a crossword puzzle using words that relate to real estate occupations. When it is completed, copy it on a ditto master.

Your teacher will run it off to share with the class.

WE CAN'T PAY THE RENT

You need:

- understanding of melodrama
- writing ability
- group of actors

In any sales occupation of the commission variety, one runs the risk of going for an extended time without MONEY.

Write and act out a melodrama based on the idea that a family is without money because the bread-winner hasn't sold a house for months.

We Need You!

You need:

- writing ability
- paper
- pencil

Write a play or a story about a family whose mother sells real estate. Setting: It's a Sunday afternoon. The family is planning to go on a picnic. They intend to have all the trimmings. . . potato salad, cake, watermelon, hamburgers, etc. The family consists of a mother, father, and two sons. They intend to leave for their picnic at 1:00 p.m. The phone rings. The mother's boss is calling her about showing a piece of property to a prospective buyer. He wants her to come RIGHT NOW!

A PUZZLER

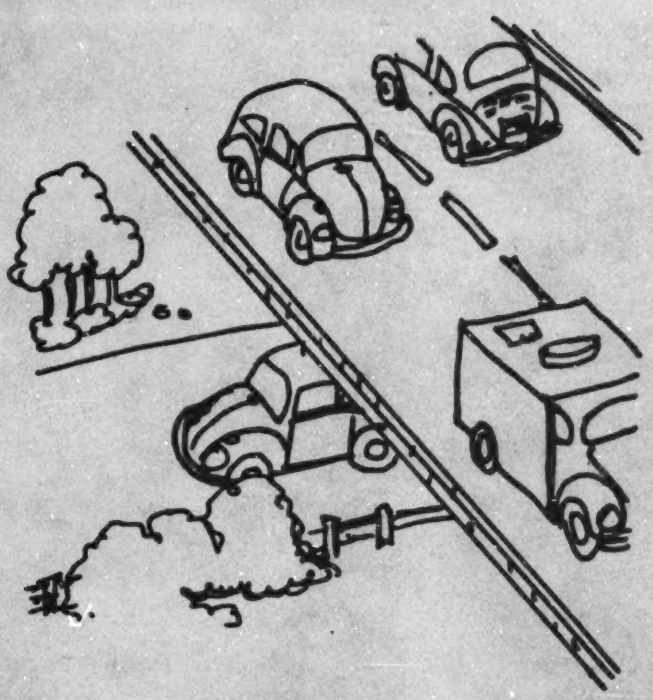
You need:

- large picture
- large sheet of tag
- scissors
- glue

Either draw a picture showing some aspect of the training needed to become a real estate salesman, or find such a picture in a magazine or catalog.

Glue the picture to the tag. Cut out puzzle pieces.

Offer your puzzle to a friend to put together.



TRAVEL THE

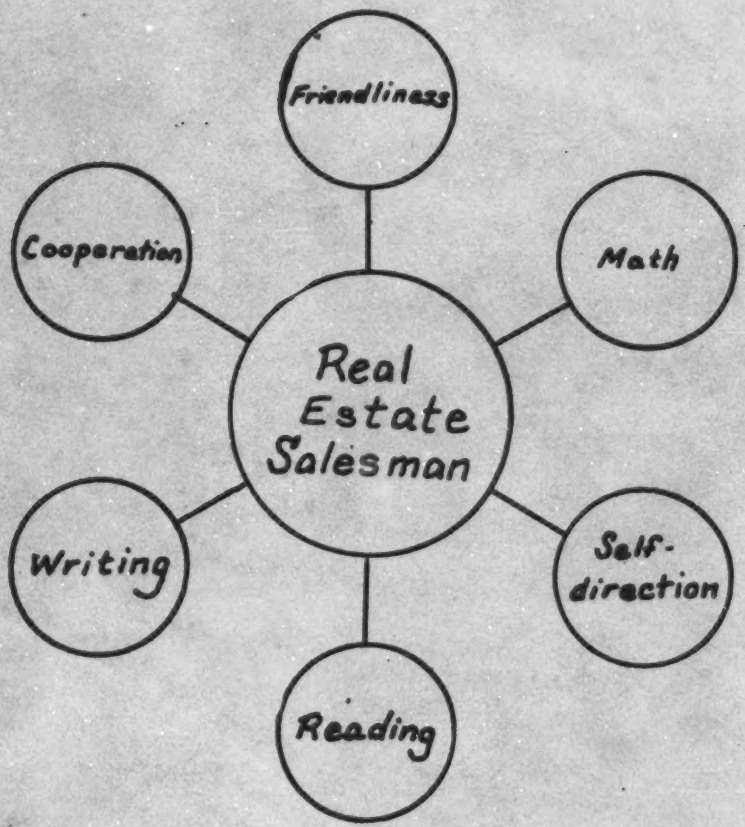
ROAD TO TRAINING

You need:

- speaking ability
- creative imagination

Plan and present a TV advertisement for a real estate training school. Be sure to give your audience good reasons for enrolling in your school.

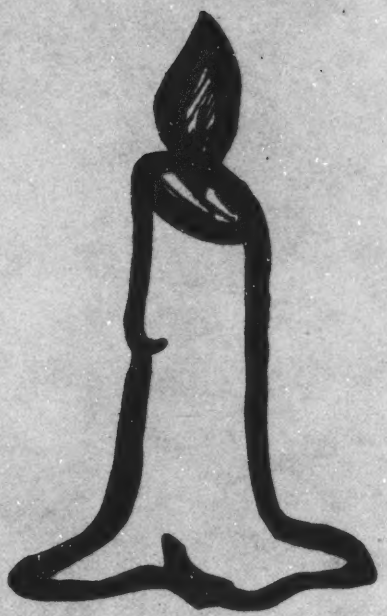
SKILLS WHEEL



You need:

- construction paper
- scissors
- glue
- felt pen

Cut out circles. Arrange as many circles as needed around a center circle. Label the center circle with the name of a real estate occupation. Label the outer circles with school skills you think would be needed on that job.



A BRIGHT IDEA

You need:

- artistic ability
- drawing paper
- crayons

On a sheet of paper make a poster which illustrates how a particular school skill is necessary to a real estate occupation.

You might identify the skill clearly in print, and then draw a picture showing a situation where that skill would be helpful.

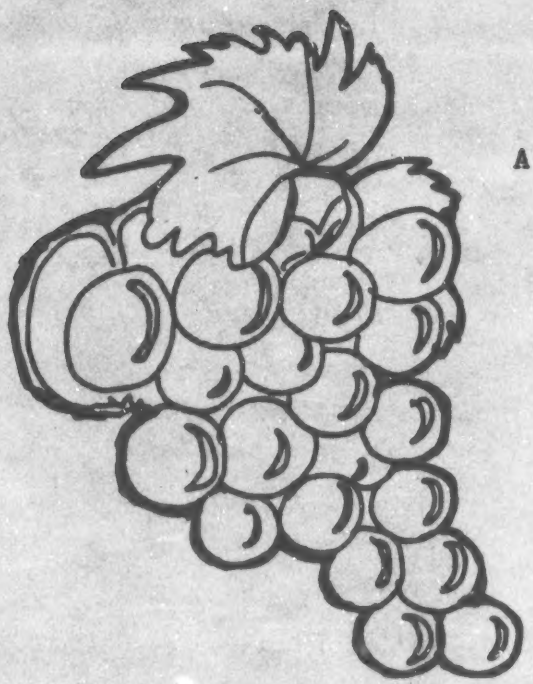
BARGAINS!!

You need:

- newspaper classified ads
- envelopes
- felt pen
- scissors

Look through the ads for houses selling in your community. Cut out those ads and place them in envelopes labeled: $25,000 to $35,000; $35,000 to $45,000; and above $45,000.

Pick out your favorite house in each group of ads.



A BUNCH OF BUYS

You need:

- poster paper
- crayons or
  felt pens

Design a sign to be used by your real estate company on the front lawn of a seller.

Make it attractive enough to catch the eye of a prospective buyer.

You need:

- telephone
- telephone book
- good telephone manners

In the Yellow Pages of the phone book select the name and number of a realtor. Call to ask the question: "Why should I have a realtor sell my house instead of selling it on my own?"

Be sure to identify yourself and your purpose. Be polite and to the point.

Share your results with the class.